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This compilation of 57 abstracts is directed to the educational community interested in research activities related to Head Start. The purpose of Volume I is to publish resumes of current research reports involving Head Start children. The research projects are concerned with ethnic factors, evaluation of Head Start programs, community influence, teacher effectiveness, bilingual concentration, audiovisual equipment, physical facilities, parent involvement, and followup studies. CRIB will be published biannually. (DO) CH

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HEAD START CHILDHOOD RESEARCH INFORMATION BULLETIN

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VOLUME I
SPRING 1969

Head Start
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Childhood Research Information Bulletin: selected resumes of early childhood research reports

Bulletin No. 1

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Introducing

Head Start
CRIB: Childhood Research Information Bulletin

-dedicated to all Head Start children-

With this issue of Head Start CRIB begins a series of ERIC publications designed to communicate Head Start-related research activities to the education community.

As one research worker commented recently, "Head Start is the most exciting thing going" in early childhood education. The research reports represented in CRIB confirm this judgment.

Recognizing the necessity for high quality in the Head Start effort, the Office of Economic Opportunity has contracted with responsible early childhood education research workers in many parts of the country to look closely at early education for the children of the poor. Abstracted in Head Start CRIB are the reports of these researchers.

The areas of interest are many and varied;

the conclusions don't always agree with one another;

different people interpret the same data in different ways.

Head Start CRIB does not intend to achieve a consensus of what is or isn't good for the Head Start child. Head Start CRIB's goal is to present what's happening in research, to get it out where everyone can read it and make his own judgment. Only if this happens can research findings have positive influence upon the individual Head Start child. And, when all is said and done, it is the individual child who concerns us all.

Louise Griffin
Information Specialist for
Head Start Information Analysis Services

Abstracts — 1965

1. ED 015 773

Allerhand, Melvin E. Impact of Summer 1965 Head Start on Children's Concept Attainment During Kindergarten. Final Report. 1965.

EDRS Price: MF-$0.50 HC-$4.12. 101pp.

This study examines the progress of 125 children in the Cleveland Public School kindergartens who attended Head Start during the summer and 125 children in the same schools who did not attend the Head Start program. Some indications in this study suggest that a Head Start child shows much greater variability in his conceptual development than a non-Head Start child. He also tends to perform better in the areas of color and form discrimination and possibly grouping when he is in a non-Head Start teacher's class. In a Head Start teacher's class, the Head Start child seems to achieve in the more organizational areas, as best reflected in increased verbal facility in the time sequence and ordering concepts. The results of this study raise the question of whether the impact of a stimulation experience can be maintained. Followup studies and evaluation of demonstration projects report the phenomenon of the decreasing difference of success between the experimental and control groups.

2. ED 015 774

Allerhand, Melvin E. Head Start Operational Field Analysis. Progress Report I. 1965.

EDRS Price: MF-$0.25 HC-$0.36. 7pp.

During the summer of 1965, five agencies sponsored a Head Start Project for 4,500 children from the greater Cleveland, Ohio area. Efforts were concentrated on organizing five endeavors. (1) The directors of the five agencies worked together to establish standards for psychological evaluation procedures. (2) From eight centers, 125 Head Start children and 125 non-Head Start children were chosen at random as samples in a program to develop classroom observation methods. (3) The same groups of children were tested on the Preschool Inventory and Peabody Picture Vocabulary Test by parents and psychology graduate students to study the effectiveness of Head Start parents as administrators of psychological tests. (4) All 250 children were

tested during the third week of the program and before the end of school. Data concerning 50 selected children were given special examination as a followup study. (5) Two service and research possibilities discussed were a joint program of Cleveland area pediatricians and psychologists in the detection and servicing of the deviating child and the training of parents to work with teachers in the classroom.

3. ED 013 671

Bee, Robert L. An Appraisal of Possibilities for a Head Start Program Among the Potawatomi Indians of Kansas. 1965.

EDRS Price: MF-$0.25 HC-$1.04. 24pp.

At the time of this report, to the author's knowledge, no action either by the Potawatomi or interested whites had been taken toward setting up a Head Start program for the Potawatomi of Kansas. The author states why, in his opinion, the Potawatomi do not need a Head Start program. In spite of this belief, the report attempts to give basic information to aid in planning for such a program for those not sharing the same belief. (This is part of the total report "Indian Communities and Project Head Start: Summary and Observations in the Dakotas and Minnesota").

4. ED 015 006

Berger, Stanley I. Development of Appropriate Evaluation Techniques for Screening Children in a Head Start Program. A Pilot Project. 1965.

EDRS Price: MF-$0.25 HC-$0.68. 15pp.

The purposes of this pilot project were (1) to attempt to evaluate the effect of the local program on both individual children and the group and (2) to investigate the sensitivity of the test instruments employed in evaluating such a program. Sixty-one children were enrolled in the local Head Start program and were administered the Stanford-Binet, Leiter International, Raven Progressive Matrices, and Peabody Picture Vocabulary tests. In addition, 20 children selected at random from the group were tested both before and after the program. Results indicate (1) statistically significant improvement in

performance for the 20 children, (2) significant correlations among the various test scores of the total group, and (3) particular sensitivity of the Leiter and Peabody tests in reflecting changes in functioning. Implications of the study for future Head Start Programs and also for further research with culturally deprived children were discussed.

5. ED 014 334

Caldwell, Bettye M., and Soule, Donald. The Preschool Inventory. 1965.

EDRS Price MF-$0.50 HC-$1.88. 47pp.

The Preschool Inventory began as an answer to the need for some type of instrument that would provide an indication of how much a disadvantaged child, prior to his introduction to Head Start, had achieved in areas regarded as necessary foundations for subsequent success in school. Measuring basic intelligence was not the goal. Rather, the inventory was an attempt to demonstrate the fact that the disadvantaged child was functioning at a deficit at the time he began school. It was also to be used on a before-after basis and to be available as an index of educational achievement associated with Head Start. The author concludes that the inventory should be more systematically standardized before being made available for publication. (Appendixes include the instrument and an administration and scoring manual.)

6. ED 014 324

Curwood, Sarah T. A Survey and Evaluation of Project Head Start as Established and Operated in Communities of the Commonwealth of Massachusetts During the Summer of 1965. 1965.

EDRS Price: MF-$1.25 HC-$11.08. 277pp.

This descriptive survey and evaluation was undertaken primarily to provide a more complete picture of national and state needs for future planning. A brief background of the purposes for Head Start programs is given. Fifty-six programs were operated in Massachusetts during the summer of 1965. Census data is given on the participating communities and sponsors of the centers. Three training programs were held in Boston for job preparation with Head Start. The training session at Wheelock College is described. Two other

training programs are touched upon. A reunion in September of Wheelock trainees brought out many weaknesses and disappointments in the programs. Two research associates were chosen to help make a field study of 23 Head Start programs involving 30 Massachusetts communities. Comments on each city, including narrations of specific experiences, are given. Altogether, 289 persons were interviewed. Analyses of data collected are included in many tables. After consideration of the results of the survey, seven recommendations were made: (1) have more consultation with potential users, (2) examine thoroughly the hours at which programs operate, (3) use neighborhood schools for nonprofessional activities, especially those involving parents, (4) explore day care services further, (5) secure interest and participation of business concerns, (6) provide more preparation for key personnel to gain understanding of needs of children and families, and (7) give more training for nonprofessional personnel. (Appendixes giving related information are included.)

7. ED 014 321

Friedlander, George H. Report on the Articulatory and Intelligibility Status of Socially Disadvantaged Preschool Children. 1965.

EDRS Price MF-$0.50 HC-$2.60. 65pp.

This study of the articulatory and intelligibility level of a socially disadvantaged group of children in the Head Start program involved 150 children, 4 1/2 - 6 years of age, with equal numbers of boys and girls. This group was composed of children of families with Spanish language background, or children of native Negro families, and of children of native white families. All children were tested with the Templin-Darley Diagnostic Test of Articulation. A taped conversation with each child was used for evaluation by an independent group of examiners in the areas of intelligibility, verbal proficiency, foreign accent, regional accent, and articulatory defects. Family data on occupation, income, family size, and languages spoken and a sampling of parent articulatory level was obtained. This data was correlated as variables with the articulatory and intelligibility level of the children tested. Data indicated that all groups were minimally proficient in intelligibility and verbal performance. White children showed greater articulatory maturity than the Negro and Spanish-language children. Factors shown to be of no influence

were sex of child, occupation and income of father, and foreign language background. Poor articulatory performance, therefore, reflects a developmental lag in articulatory growth. New testing instruments which allow for ethnic differences in articulation should be developed for future study.

8. ED 014 320

Harvey, O. J., and others. Teachers Belief Systems and Preschool Atmospheres. 1965.

EDRS Price: MF-$0.25 HC-$1.04. 26pp.

This study investigates the effect of a teacher's belief or conceptual system on his teaching method and on the classroom atmosphere created by that teaching method. A belief system was characterized as either concrete or abstract; a concrete system was represented by a tendency for the teacher's instructional approach to be more structured, more invariant, and less flexible than the approach of a teacher manifesting an abstract system. Teachers were given the "This I Believe" test (TIB) and the "Conceptual Systems" test (CST) to indicate which belief system they would be placed into, namely, (1) concreteness-oriented, (2) abstractness-oriented, and (3) in-between. Ten teachers were selected for each category. These 30 female Head Start teachers were observed while conducting their classes of preschool children and were rated on a 26 dimension chart. Each dimension represented either a desirable or an undesirable teacher trait. It was hypothesized that teachers in category (1), concreteness-oriented, would score lowest on desirable traits and highest on undesirable traits, that abstractness-oriented teachers would score highest on desirable traits and lowest on undesirable traits, and that the in-between group would score in the middle. The results substantially supported this hypothesis.

9. ED 014 318

Holmes, Douglas, and Holmes, Monica B. Evaluation of Two Associated YM-YWHA Head Start Programs. Final Report. 1965.

EDRS Price: MF-$0.25 HC-$2.52. 61pp.

Two summer 1965 Head Start programs, one in Bronx River and one in East

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Tremont, New York, were selected in order to measure the changes produced in the 36 participants as a result of their Head Start experience. Areas measured were (1) cognitive functioning, (2) patterns of play and use of play materials, and (3) children's fantasies about their peers and adults. A control population of 60 children was matched with the Head Start children along the dimensions of age, sex, ethnic background, previous school experience, number of siblings living at home, presence or absence of father and mother, and education and occupation of major wage earner. Both groups had a mean age of five years, five months. Both the Head Start participants and the controls were tested for cognitive functioning, play behavior, and picture interpretation during the last two weeks in August. They were retested in November, two months after the beginning of public school. Results of the testing show significant differences between the two groups at the time of their first testing but not at the second testing.

10. ED 015 009

Johnson, Henry Sioux. The Effects of Montessori Educational Techniques on Culturally Disadvantaged Head Start Children. 1965.

EDRS Price: MF-$0.50 HC-$3.24. 79pp.

To determine whether significant differences exist in skill performance as a result of Head Start experience and to determine whether these differences exist between two ethnic groups, 17 Anglo-American and 62 Mexican-American culturally disadvantaged children were pretested and posttested during the summer of 1965 in connection with six-week Head Start programs in Costa Mesa and Fullerton, California. Five teachers using modified Montessori materials stressed three developmental areas, (1) perceptual-motor, (2) social-emotional, and (3) intellectual-academic. Seven instruments were used to test the program's effectiveness: Gesell Maturation Index, Mateer Inversion Test, tests of dominance, teacher rating scale, Goodenough-Harris D-A-P, Peabody Picture Vocabulary Test, and Wide Range Achievement Test. Results showed that certain handicaps do exist among culturally disadvantaged children prior to school experience and that positive gains occurred when enrichment experiences were provided. Greatest gains were in the areas of intellectual-academic and social-emotional skills. Ethnic differences appeared in the linguistic skills limitations of the Mexican-American children. Need for

medical and dental attention was apparent in both groups. Future provision should be made for continued preschool education and wider dissemination of health services.

11. ED 014 331

Johnson, Henry S., and Palomares, Uvaldo, H. A Study of Some Ecological, Economic and Social Factors Influencing Parental Participation in Project Head Start. 1965.

EDRS Price: MF-$0.50 HC-$3.16. 79pp.

The major purpose of this study was to determine if there were significantly different responses to certain ecological, economic, social and civic responsibility factors between parents whose children participated in the Head Start project and those whose children were eligible but did not participate. All parents of preschool children, 2 1/2 to 6 years of age, who resided in three designated school districts, were included in a house-to-house survey. In all, 256 parents were surveyed by means of a 50 question form written in both English and Spanish. Findings generally show no significant differences in responses. The main difference is a matter of communication. Participants were informed of the Head Start program; nonparticipants were not. Brought out is the fact of a definite need to step up communication in order that low income families can be made aware of available education opportunities for their children as well as the existent need for preschool education programs throughout the school year. English and Spanish questionnaires are included. There are many tables of accrued data.

12. ED 015 008

Lamb, Howard, E., and others. The Development of Self-Other Relationships During Project Head Start. 1965.

EDRS Price: MF-$0.75 HC-$7.40. 183pp.

Project Head Start was conceived, in part, to increase the ordinarily reduced number of connections between the child and other people. Four questions were asked: (1) Would the development of self-social constructs of Head Start children differ from the development of children in a control group? (2)

Would Head Start children develop appropriate social trust? (3) Would the teachers' cognitive styles affect the development of self-social constructs? (4) Would the teachers' perceptions of Head Start children affect the development of self-social constructs? Two-thirds of the students, or 978 children, in the Delaware summer 1965 Head Start programs were given a pretest on 11 tasks from the self-social symbols tasks, 945 of the children were posttested, and 100 non-Head Start children of a comparable background were used as a control group and tested in their homes at the same time as the Head Start students. Eighty pairs of children were pretested on a sharing task measuring social trust, and 20 pairs were posttested. Results of the tests showed that the Head Start experience produced positive changes in self and self-other relationships. Head Start children gained a perception of self as being similar to others and tended to maintain self as central. Controls showed a shift toward lower self-esteem and a lack of change from a self-different to a self-same response.

13. ED 014 329

Ortiz, Alfonso. Project Head Start in an Indian Community. 1965.

EDRS Price: MF-$0.50 HC-$2.88. 72pp.

The influence of historical, social, and cultural factors upon the early learning process of San Juan Indian children was related to the conduct of Head Start programs. Four types of data were used, (1) personal research into the Pueblo's history, (2) tests and observations of 50 Indian children of all ages, (3) information about specific Head Start families, and (4) interviews with San Juan residents. Spanish influence upon Indian life dating from the 16th century is related to current agricultural, moral, economic, health, governmental, religious, and educational conditions. Formal education is regarded as desirable by the Indians, but ten percent of all school age children are not in school, and the dropout rate is high. Because of illiteracy, resignation to the state of things as they are, poor communication, and apathy within the Pueblo, the typical Indian child was not reached by the 1965 Espanola Valley summer Head Start program. Funds accommodated 45 children, seven of whom were from San Juan. However, they were children to whom local advantages were already accessible. The author conducted a two-week experimental program, parallel to the Head Start program, in his home and

ascertained that the community thinks that Head Start is a potential solution to all educational problems. Recommendations based on interviews with tribal leaders, parents, teachers, and a clergyman include emphasis upon tribal sponsorship, longer duration of programs, teachers trained in understanding Indians, Indian materials and audio-visual aids, modern medical practices, English, provision for slow learner, extra-tribal social activities, and unanimous participation of tribal children. Future studies should be based upon the information on cultural background contained in this report.

14. ED 013 668

Porter, Philip J., and others. Evaluation of Head Start Educational Program in Cambridge, Massachusetts. Final Report. 1965.

EDRS Price: MF-$0.25 HC-$1.72. 43pp.

Beginning with a review of the nursery school movement (Froebel, Montessori, and McMillan), this evaluation relates the historical material to Head Start, specifically in Cambridge, Mass. During the summer of 1965, matched groups of 33 Head Start children and 33 non-Head Start children (control group) were studied. School preregistration lists provided names and socioeconomic information for both the Head Start children and the control group children. Both groups were tested during the two weeks between the close of Head Start sessions and the first day of public school. Scores on measurement instruments were analyzed on the basis of (1) sex, (2) mother's educational level, and (3) family income level. The measure of learning rate as determined by the Seguin Form Board was the most consistent in showing differences resulting from Head Start intervention. The chief difference seems to be that Head Start experience aided a child in attacking learning tasks. Followup research is needed into health, social case work, effects on formal schooling, and evaluation and refinement of the program.

15. ED 015 007

Raph, Jane Beasley. Language Research Study--Project Head Start, Development of Methodology for Obtaining and Analyzing Spontaneous Verbalizations Used by Pre-Kindergarten Children in Selected Head Start Programs--A Pilot Study. 1965.

EDRS Price: MF-$0.25 HC-$1.36. 32pp.

This study was designed to develop methodological approaches for obtaining and analyzing continuous expressive language samples used by prekindergarten children when they communicate with each other. It also was to consider means for analyzing these samples that would yield certain qualitative and quantitative methods. Four investigators were assigned to different Head Start classrooms to generally encourage the children to talk and kept continuous, detailed, narrative descriptions of functional language used by the children. During the last half of the program, children's language response to specific stimulus situations were tape recorded, with the attempt to determine a representative range from most to least verbal children.

16. ED 018 245

Soule, Allen. Northfield, Vermont--A Community Depth Study. 1965.

EDRS Price: MF-$0.75 HC-$5.72. 141pp.

This report is a study in depth of Northfield, Vermont. It was undertaken in order to understand the place of Head Start children and their families in their cultural context and to examine these children's interactions with society and with educational opportunities. Three major sections describe (1) the historical development of the socioeconomic forces which have shaped present-day community life, (2) the families of the Head Start children, their educational levels, their economic status, and their attitudes toward each other, and (3) the Northfield School system, its interaction with Head Start families, and the writer's reflections on the role of the school system in satisfying the needs of the deprived child. Section 4 is composed of 10 tables detailing information on population, income tax, ages and grade levels of the children of Head Start families, numbers of children in Head Start families and in school, school system enrollment, number of children going on to higher education, and number of children repeating grades. Section 5 is composed of appendixes A, B, C, and D. "A" is a report on the Head Start program. "B" is a report by the Board of Deacons on Northfield's United Church. "C" is a sample family questionnaire. "D" is the 80-page annual report of the town of Northfield for 1964.

17. ED 019 131

Steglich, W. G., and Cartwright, Walter J. Report of the Effectiveness of Project Head Start, Lubbock, Texas. Parts I, II, and Appendixes. 1965.

EDRS Price: MF-$0.50 HC-$3.80. 75pp.

With the completion of the first grade by the first Head Start class in Lubbock, Texas, this study was undertaken to present data on the effectiveness of the Head Start program in improving disadvantaged children's chances for school success. Two hundred and ninety-five urban area Head Start children from Negro, Anglo-American, and Mexican-American families were compared with a control group matched on sex, ethnic group, and economic level. Whenever possible, the teacher could observe and make subjective evaluations of Head Start and control children on eight factors such as participation, attendance, and educational accomplishment. A sociological rather than an individual approach was used in making this evaluation. To measure school success, grades were obtained and compared for all children involved. Results showed that the control group was superior to the Head Start group both at the end of the first year of school and also at the end of the second school year when additional examinations and standardized tests compared the 140 matched pairs still available out of the original group of 295. Appendixes related to 1966 data (end of first year) and 1967 data (end of second year) are included in the report.

18. ED 013 670

Wax, Murray, and Wax, Rosalie H. Summary and Observations in the Dakotas and Minnesota. 1965.

EDRS Price: MF-$0.25 HC-$1.80. 45pp.

The problem of gaining community participation is a major one in many of the programs aimed at assisting the American Indian. This problem is usually intensified when white persons, assuming that they can do more than the community itself, intervene to the partial exclusion of the Indians. In spite of this problem, the Head Start programs for Indians were judged, with few exceptions, to be highly successful. (This is part of the total report "Indian

Communities and Project Head Start: Summary and Observations in the Dakotas and Minnesota".)

19. ED 015 028

Wolff, Max. Six Months Later, Appendix, Studies I, II, and III. Original Instruments Used and Bibliography. 1965.

EDRS Price: MF-$0.25 HC-$1.08. 25pp.

Seven instruments were used to test Head Start children's progress in kindergartens in New York City in 1965. One of these instruments was the Caldwell Preschool Inventory. The remaining six, developed specifically for this study, appear in this appendix. (The three-part study can be found under the following titles: (PS 000 281) Six Months Later, Study I, a comparison of children who had Head Start, summer, 1965, with their classmates in kindergarten, a case study of the kindergartens in four public elementary schools, New York City; (PS 000 282) Six Months Later, Study II, factors influencing the recruitment of children into the Head Start program, summer, 1965, a case study of six centers in New York City; (PS 000 283) Six Months Later, Study III, long-range effect of preschooling on reading achievement.) A list of references is included.

20. ED 015 775

Allerhand, Melvin E. Head Start Operational Field Analysis. Progress Report II. 1966.

EDRS Price: MF-$0.25 HC-$1.40. 32pp.

During the period of October 1, 1965 to January 1, 1966 at the Head Start Operational Field Analysis in Cleveland, Ohio the following activities took place. (1) The methodology for classroom observation of Head Start (HS) and non-Head Start (NHS) children and interviews with their classroom teachers was revised. The HS group of 125 was selected from eight sample centers. An intensive sample of 50 children was used for a detailed examination of how this group moved from one level of a concept to another. The extensive sample showed how the child reacted to academically related materials as measured by these concepts. Teacher interviews and event sampling in the classroom were the two rating approaches. (2) Preliminary results pertaining to the HS and NHS children were found. An analysis suggested that HS children were exceeding the NHS children in concept attainment even in those areas in which significance was not achieved. (3) A full report on the effectiveness of HS parents as administrators of psychological tests was made. Seven parents (four Negro and three white), with from ninth to twelfth grade educations, were randomly selected from among 30 volunteers. Clinical psychology graduate students who served as control test administrators were all white and were generally experienced in testing procedures. Four tables were used to compare results of parent testers and graduate student testers. The most significant difference resulted not from the tester, but from the time or order the preschool inventory test was given. This study shows that untrained people may be utilized for testing if they are highly motivated. (4) Other developments included discussing second and third year followup studies, developing service job opportunities for the poor, and presentations of papers dealing with a broadening of the field of psychology to include community and group problems.

21. ED 015 776

Allerhand, Melvin E. Headstart Operational Field Analysis. Progress Report III. 1966.

EDRS Price: MF-$0.50 HC-$2.88. 70pp.

From January 1, 1966 to April 15, 1966 the Head Start Operational Field Analysis in Cleveland, Ohio performed five studies. (1) Samples of Head Start (HS) and non–Head Start (NHS) children were compared after six months of kindergarten. Four observations were made, using two teacher ratings and two observer ratings. There were 191 children at the time of the last rating. A reduction in significant differences between the samples occurred. (Tables with results of the four rating periods are shown.) (2) The relationship between HS and NHS teachers and children's concept attainment was studied. The samples were divided into 25 classrooms, of which 12 were taught by a HS teacher. The possible variables included stimulation events, tools of learning, and teacher differences. There were some significant variables in favor of the NHS teachers' classrooms. (3) The results of the analyses of the relationship between sex and concept attainment indicated that boys are more effective in visual discrimination and that girls are more effective in handling performance demands. (4) Examination of the concept attainment of the total sample through the four periods of measurement includes six charts representing the steps taken by the extensive sample. The steps taken included color concept, form-space concept usage, grouping, ordering, time sequence, and time duration. (5) Four case studies, two HS and two NHS, were made to present a contrast of patterns of development.

22. ED 015 777

Allerhand, Melvin E. Head Start Operational Field Analysis. Progress Report IV. 1966.

EDRS Price: MF-$0.25 HC-$0.96. 23pp.

This report is the fourth progress report of a study of how a pupil's academic achievement is affected by participating in a preschool Head Start program. The achievement of the Head Start group is being compared with the achievement of pupils who received no preschool program. The Preschool Inventory Test was used to measure pupil achievement in five concept areas, (1) color, (2) form, (3) grouping, (4) ordering, and (5) time. It was given as a pretest at the beginning of kindergarten and as a posttest at the end of kindergarten. The results showed that both Head Start and non-Head Start groups achieved significant academic progress during kindergarten. The Head Start group showed a greater gain which, however, was not significant. In addition to the inventory, a teacher and an observer rated the pupils as to

gain, loss, or no-change in demonstrated concept ability during the year. No significant differences in attainment between the two groups were found with the exception that the teacher found a significantly high gain in grouping concept ability by the Head Start group. The observer did not find a significant difference.

23. ED 014 323

Cawley, John F. An Assessment of Intelligence, Psycholinguistic Abilities and Learning Aptitudes Among Preschool Children. 1966.

EDRS Price: MF-$0.50 HC-$2.92. 73pp.

Research in preschool education has produced varied results, but it is felt that the earlier there is intervention into unsatisfactory educational development, the more effective will be the effort to reduce educational disabilities. This study was designed to investigate the nature and degree of change in the performance of four-year-old children before and after a preschool training program. The subjects were approximately 150 four-year-old children from three Head Start centers in a large eastern city. Each subject was enrolled in a year-long preschool program and was given a battery of tests at the beginning and end of the term. The tests used were (1) the Stanford-Binet, L-M, 1960 revision, (2) the Illinois Test of Psycholinguistic Abilities, and (3) the Detroit Tests of Learning Aptitude. The objective of the preschool program was to improve the child's self-image, linguistic abilities, social-emotional development, and preacademic concepts. The test results indicated that the children's IQ scores, psycholinguistic abilities, and learning aptitudes improved. There was no control group used; therefore, no conclusion could be expressed as to the value to subjects of such a program compared with no program at all. But it was concluded that Head Start does help those children in need of a head start.

24. ED 013 669

Chandler, Rev. Marvin, and others. Project Head Start and the Culturally Deprived in Rochester, New York, A Study of Participating and Non-Participating Families in Areas Served by Project Head Start in Rochester, Final Report. 1966.

EDRS Price: MF-$0.50 HC-$4.56. 114pp.

A community profile of Rochester, N.Y. cites history, present community characteristics, and current improvement programs as they relate to cultural deprivation and an anti-poverty program. To determine what effects historical, economic, political, ecological, and social forces have upon Head Start children, matched groups of eight Head Start families and eight non-Head Start families were interviewed concerning attitudes toward political parties, police, church, and Head Start and concerning expectations for their children's Head Start participation, for the anti-poverty program, and for the future. Other factors including educational levels, speech clarity, socialization, family relationships, home conditions, financial status, and mobility were also asked about. Conclusions were that Head Start did not reach the more severely culturally deprived. Recommendations were that an anti-poverty program stress increase in income, that increased use be made of indigenous persons, that Head Start families be compensated for participation, and that realistic evaluation be made of current programs.

25. ED 018 250

Cort, H. Russell, Jr., and others. Results of the Summer 1965 Project Head Start. Volumes I and II. 1966.

EDRS Price: MF-$2.25 HC-$22.52. 561pp.

An overall survey and analysis of the summer 1965 project Head Start is presented in this report. The first section discusses the inception, implementation, and formal organization of the project. The second section presents detailed information on the communities, children, parents, staff, and workers involved in the project. The third section discusses and evaluates specific Head Start programs. The fourth section considers the impact of the Head Start program on the participating communities, on the health, mental development, and social development of the children, on the parents, and on the staff of the child development centers. The final section summarizes the results and presents several specific recommendations. Volume II of the report contains the appendixes.

26. ED 013 117

Egmond, Elmer Van, and others. Operation Head Start--An Evaluation. Final Report. 1966.

EDRS Price: MF-$0.50 HC-$4.08. 100pp.

Descriptions of physical facilities, a verbal and non-verbal interaction analysis measured on a (1) task-orienting, (2) maintaining social order, and (3) facilitating scale, teacher interviews, and observer verbal reports assess a selected sample of classrooms within the 1965 Cambridge summer Head Start program. Performance of Head Start and non-Head Start pupils enrolled in public school kindergartens the following fall is compared and analysed in terms of norms, expectations, and limits of the classroom, i.e., in terms of "the classroom game." Pupil behavior is coded as "with it" or "not with it." Other comparative procedures are teacher interviews, teacher ratings of children, and a reading readiness test, interpretation of the data characterizes the summer Head Start program as largely a social learning period with little attention to cognitive development. Activities were judged as not carefully planned, not differentiating needs, and not goal oriented. A majority of teachers indicated the primary advantage of the program to be in terms of helping children meet the expectations and demands of the formal school system. Neither the readiness test nor "game" analysis show a significant statistical difference between groups. Teachers perceived the behavior of Head Start and non-Head Start children to be essentially similar. The initial behavior of the Head Start children tended to be more active and exploratory.

27. ED 014 319

Gordon, Sol. Evaluation of Project Head Start Reading Readiness in Issaquena and Sharkey Counties, Mississippi, Summer, 1965. Final Report. 1966.

EDRS Price: MF-$0.25 HC-$1.28. 30pp.

The substance of this final report on the Head Start project of 1965 in Mississippi is a deep concern with the effect of the social milieu in which the project struggled rather than with the usual variety of statistics and research conclusions. This is due, in part, to the paucity of significant results and, more importantly, to the shockingly disruptive character of the social

attitudes in the area. For example, although the Head Start Staff was sufficiently busy recruiting pupils and preparing lessons and classroom facilities, it became also necessary that they guard these facilities from vandalism and arson. Also, the staff was made aware of the threat to Negro parents that they would lose their jobs if their children were enrolled in the program. In short the general white attitude was uncooperative and hostile, and the Negro attitude was fearful. Nevertheless, the reading-readiness program was carried through, and some results were obtained. It was determined that both the Allyn and Bacon and the Ashton-Warner methods of teaching reading were more effective than the phonetic method. Also, the use of records and record players, distributed to the pupils' homes, was very successful in stimulating a desire to learn.

28. ED 015 772

Hess, Robert D., and others. Techniques for Assessing Cognitive and Social Abilities of Children and Parents in Project Head Start. 1966.

EDRS Price: MF-$0.75 HC-$5.72. 141pp.

In order to develop and evaluate measuring instruments for assessing the cognitive capacities of disadvantaged children, extensive testing of preschool pupils at four Head Start centers in Chicago was conducted. Achievement and behavior tests were administered directly to the pupils. Pupils' mothers were interviewed and tested to obtain information about the pupils' home environment. Observation and rating exercises by teachers and others indicated some characteristics of pupil achievement and behavior. It was hoped that as a result of this comprehensive testing and test-instrument evaluation, a battery of effective instruments could be identified that would reliably predict preschool childrens' subsequent school achievement, evaluate their school readiness, and point out areas of special disability. It was found that information on these three areas could be obtained most reliably by measuring intelligence and achievement by (1) the Stanford-Binet, (2) the Preschool Inventory, and (3) the Draw-a-Person and by measuring behavior and adjustment to school by (1) certain items of the readiness checklist, (2) certain items of the face sheet of the Stanford-Binet, and (3) the Behavior Inventory. In a subsequent study comparing the scores on various tests of these Head

Start children with non-Head Start children when in kindergarten, no difference was found between groups in academic achievement.

29. ED 014 330

Hodes, Marion R. An Assessment and Comparison of Selected Characteristics Among Culturally Disadvantaged Kindergarten Children Who Attended Project Head Start (Summer Program 1965), Culturally Disadvantaged Kindergarten Children Who Did Not Attend Project Head Start. 1966.

EDRS Price: MF-$0.25 HC-$2.36. 57pp.

This study is an attempt to determine and compare the status and degree of change in selected educational characteristics among three groups of children who entered Camden, New Jersey kindergarten in September 1965. There were 300 children divided into three major groups: (1) 102 children who participated in the summer Head Start program, (2) 100 children who did not participate in the Head Start program and were culturally disadvantaged, and (3) 98 children who were nonculturally disadvantaged. The author concludes that participation in Head Start is related to improvement in conceptual maturity, but not to the degree that the effects of poverty are overcome. Taking the results of the tests given the children in November and May of their kindergarten year into consideration, the author suggests that it might be considered justifiable to group Head Start children into separate kindergarten classes in which it is possible to take fullest advantage of possible learning gains.

30. ED 015 012

Holmes, Douglas, and Holmes, Monica Bychowski. An Evaluation of Differences Among Different Classes of Head Start Participants. Final Report. 1966.

EDRS Price: MF–$0.50 HC-$4.40. 108pp.

Three Head Start programs were established to investigate the differences between four groups of children in the areas of intelligence, cognition and achievement, environment, and parental expectations. The four groups were (1) the SR group in which the childrens' parents sought out entry for their

children in the Head Start program, (2) the SAP group in which the children's entry into the program was sought out by the Head Start personnel, (3) the SANP group who were likewise sought out by program personnel but did not participate, and (4) the MC group who were nonparticipating middle class children averaging a year younger in age than the other three groups. Groups 1 and 2 participated in the Head Start program only. Groups 1, 2, and 3 were children of lower-income families. The Head Start program lasted six months. Testing was carried on in all four groups. One battery of tests was given all children near the time groups 1 and 2 began the program. Groups 1 and 2 were given the battery again at the conclusion of the program. The results showed that the MC group scored consistently highest on all tests. The SR group was generally second highest. The environment of groups 1 and 4 appeared more favorable to a stimulation of effective learning than the very deprived environments of groups 2 and 3. Also, the parents of group 1 and 4 children appeared more encouraging toward and interested in their child's development.

31. ED 015 013

Horowitz, Frances Degen, and Rosenfeld, Howard M. Comparative Studies of a Group of Head Start and a Group of Non-Head Start Preschool Children. Final Report. 1966.

EDRS Price: MF-$0.25 HC-$1.88. 45pp.

Two groups of children attended the University of Kansas Nursery School for eight weeks. The morning class was held for 20 four-year-old children of middle class families. The afternoon class was for 24 five-year-old children of low income families. Three comparative studies were made. In study I no change was found on the Peabody Picture Vocabulary Test in the middle class group, whereas an increase in scores was found for the Head Start group. The Preschool Inventory showed the middle class preschool group to be significantly higher in performance, but some changes did occur over the summer for the Head Start group. In study II no overall differences were found between the groups on two discrimination learning tasks, but an interaction of group and sex was indicated. In study III children judged to be low in social responsiveness were selected from the two groups, and their performance in a laboratory setting was assessed. The major differences between the Head Start and middle class group in a baseline assessment appeared to be in vocaliza-

tions. A final implication of this study is that the persistent behavioral deficiencies of the Head Start children revealed in the baseline sessions appear to be reversible.

32. ED 015 014

Jensen, Judith, and Kohlberg, Lawrence. Report of a Research and Demonstration Project for Culturally Disadvantaged Children in the Ancona Montessori School. 1966.

EDRS Price: MF-$0.75 HC-$6.72. 166pp.

A preschool experience was provided for lower-income Negro children, and then their gains or losses in IQ and social integration were evaluated in terms of the type of the teaching method used. Thirty lower-income Negro children and 17 middle-income Negro and white children were separated into three groups and exposed to three teaching methods. Class one was unintegrated (all lower-income Negro children) and non-Montessorial in methodology. It was the most unrestricted in terms of teacher control. Class two was integrated and non-Montessorial, but teacher control and restriction was more evident. Class three was integrated and Montessorial. The pupils here were the most disciplined and controlled. A thorough study was made of these classroom procedures, teaching techniques, and pupil activities. The results of the Stanford-Binet Intelligence Tests showed no significant IQ gain among the groups or within a group from test one at the beginning of the eight week summer session to test two at the end of the session. But individual gains appeared. These were found to be an inverse function of distractibility. A winter preschool session, with new pupils and using only the Montessori method, resulted in IQ gains. This was attributed to an improved classroom atmosphere. In general, the sessions did increase the children's readiness to begin school work and helped them to gain social confidence. Encouraging parental interest and participation was a collateral aspect of the programs.

33. ED 013 667

Montez, Philip. An Evaluation of Operation Head Start Bilingual Children, Summer, 1965. 1966.

EDRS Price: MF-$0.75 HC-$6.80. 168pp.

In California, the Mexican-American student is two years behind the Negro student and three and a half years behind the Anglo-American in scholastic achievement. Since he represents two distinct and often divergent cultures, English-speaking, middle class oriented schools make assimilation virtually impossible. A Head Start and a Follow Through project in the Spanish-speaking community are evaluated in terms of social attitudes toward the learning tasks and experiences of the Mexican-American child. The preschool program is discussed by each of these reporting groups (1) teachers, (2) parents, (3) teacher aides, and (4) "follow-up" teachers.

34. ED 017 316

Morris, Berniece E., and Morris, George L. Evaluation of Changes Occurring in Children Who Participated in Project Head Start. 1966.

EDRS Price: MF-$0.50 HC-$5.00. 123pp.

The environment of children from low socioeconomic levels militates strongly against their success in school. To help thwart or reverse the deficiencies of disadvantaged youth, the preschool enrichment program was created. This document is an evaluation of a 1965 summer Head Start program for 4- and 5-year-olds in Kearney, Nebraska. Tests were administered to Head Start children at the beginning of that program and again near the end of kindergarten. The results were compared with test scores of a matched group of non-Head Start children tested at the beginning and end of kindergarten. The primary purpose of this comparison was to see if the enrichment program plus kindergarten resulted in greater achievement than kindergarten, alone, would have produced. The general conclusion from the results of the tests of (1) intellectual ability, (2) visual-motor perception, (3) achievement, and (4) social growth and adjustment was that the former combination produced greater gains. Statistically significant differences in favor of the experimental group were actually obtained only with respect to the test of intellectual ability, but favorable trends were observed generally. A secondary purpose of this study was to investigate the effect on disadvantaged children's responses of using low fidelity stimuli or high fidelity stimuli in various perceptual-motor exercises. The results were inconclusive. The document also includes a brief review of literature on achievement by the culturally deprived, and several case studies of children who participated in the Head Start program.

35. ED 014 325

Pierce-Jones, John, and others. Outcomes of Individual and Programmatic Variations Among Project Head Start Centers, Summer, 1965. Final Report. 1966.

EDRS Price: MF-$1.00 HC-$10.76. 267pp.

A 15-month evaluation research study of the 1965 summer Head Start programs was conducted throughout the state of Texas. A schematic model of interacting factors operating through Head Start programs to produce and predict changes in educational development and in out-of-school environment was developed. This model generated the empirical evaluation research. It was thought that variations in teaching behavior patterns would have an effect on various kinds of behavioral changes in the pupils. Seventy Head Start centers in 40 communities were chosen and presumed to be adequately representative. A new rating-scales device, the observor's rating form was developed to measure the classroom behavior of the 1256 teachers. Trained observer teams made observation visits to the classrooms. Children, randomly chosen from the classrooms, were tested by qualified psychometrists early in the eight-week program and again late in the program. Tests administered were the Peabody Picture Vocabulary Test, The Sequin Form Board, Hubbard's group adaptation of Bender's Visual Motor Gestalt Test, and Caldwell's Preschool Achievement Inventory. The one salient conclusion drawn from the report is that the 1965 summer Head Start program in Texas changed the children in variable yet generally significantly predictable ways such as in school readiness. (Many tables and forms are included.)

36. ED 014 322

Rice, Robert R. The Housing Environment as a Factor in Child Development. Final Report. 1966.

EDRS Price: MF-$0.25 HC-$1.48. 35pp.

In Kansas City, Mo., 208 Negro five-year-olds were studied to examine the influence of housing upon child development and to compare the relative influence of housing on Head Start and non-Head Start children. Four groups

of 52 children each included (1) Head Start, public housing, (2) Head Start, slum housing, (3) non-Head Start, public housing, (4) non-Head Start, slum housing. Instruments used were "mother interviews" and Caldwell's "The Preschool Inventory" which was a posttest. Three hypotheses were stated (1) Head Start children from better housing (group 1) will surpass the other groups in growth and development, (2) non–Head Start children from slum housing (group 4) will show least growth and development, and (3) groups 2 and 3 will show the relative importance of housing versus an enrichment program in facilitating development. Results supported the three hypotheses, but some uncertainty remained because pretesting had not occurred.

37. ED 015 025

Wolff, Max, and Stein, Annie. Six Months Later. Study I, A Comparison of Children Who Had Head Start, Summer, 1965, With Their Classmates in Kindergarten, a Case Study of the Kindergartens in Four Public Elementary Schools, New York City. 1966.

EDRS Price: MF-$0.50 HC-$4.08. 100pp.

Kindergartens in four public elementary schools (one Negro, two Puerto Rican, and one mixed) in New York City were studied to determine whether a positive developmental effect had resulted from a summer Head Start program. The performance of 179 former Head Start children was measured against 388 of their non-Head Start classmates. Seven instruments, including six developed for this study (ranking array, cooperative rating schedules, Caldwell Preschool Inventory, teacher interviews, class observations, parent interviews, and child interviews), measured the effect of Head Start on readiness to enter first grade, on overall readiness, on social adjustment to kindergarten routines, and on educational achievement. Impact of the kindergarten teacher was studied, as was the impact of Head Start on the kindergarten class and on the home. Teacher and parent recommendations for Head Start improvement were recorded. Results indicated that although no educational gains had been made, Head Start children show greater learning readiness and eagerness to learn than non-Head Start children six months later. (See also ED 015 026, ED 015 027, ED 015 028, ED 015 029, and ED 015 030.)

38. ED 015 026

Wolff, Max, and Stein, Annie. Six Months Later. Study II, Factors Influencing the Recruitment of Children Into the Head Start Program, Summer 1965, a Case Study of Six Centers in New York City. 1966.

EDRS Price: MF-$0.25 HC-$1.40. 33pp.

To resolve the question of why some parents sent eligible children to Head Start and some did not, a study was made of six Head Start centers in New York City. The study sample was composed of the three centers having the best recruitment record and the three having the poorest. Each group had one Negro, one Puerto Rican, and one mixed school. Matched sets of 150 Head Start and 150 non-Head Start children from these schools were chosen. Their parents were interviewed by interviewers of the matching ethnic group. Findings were that some eligible families had the means to provide other summer programs as alternates and so did not enroll their children. Some low income parents held high educational aspirations for their children and enrolled them to help realize their goals. Interviews by indigenous personnel were found to be most effective in recruiting. Ethnic background affected parental reasons for enrollment. For instance, Puerto Rican mothers wanted their children to be exposed to situations outside their own cultural experience. The most common reason for enrollment was that Head Start would help children adjust socially to school. Some parents gave education, recreation, and child care as reasons for enrollment. The most common reason for not enrolling children was the lack of enrollment information. Interviews revealed enthusiasm for Head Start and a need for more effective recruitment. (See also ED 015 025, ED 015 027, ED 015 028, ED 015 029, and ED 015 030.)

39. ED 015 027

Wolff, Max, and Stein, Annie. Six Months Later, Study III, Long-Range Effect of Pre-Schooling on Reading Achievement. 1966.

EDRS Price: MF-$0.25 HC-$0.84. 19pp.

Six New York City day care centers with programs similar to Head Start were

selected as study samples to determine whether there is a measurable long-range effect of preschooling upon reading achievement. Each center was considered to have a good program, had been operating for at least six years, and had racially mixed populations. Day care center records were used to trace children originally in the centers to public elementary schools where they would be in third, fourth, and fifth grades. Grade equivalent scores from Metropolitan Achievement Test I were recorded for all tested children, including day care center graduates. Uncontrolled influences and error introduced by the method used created difficulties in isolating and measuring the influence of preschooling. A greater number of day care center graduates scored at or above grade level than their classmates, although this number declines as grade level rises. The evidence is insufficient to support the hypothesis that day care centers were the only or even the major factor in academic success, but it is sufficient to warrant further study. (See also ED 015 025, ED 015 026, ED 015 028, ED 015, 029, and ED 015 030.)

40. ED 018 247

Boyd, Joseph L. Project Head Start--Summer 1966. Final Report. Section Two, Facilities and Resources of Head Start Centers. 1967.

EDRS Price: MF-$0.50 HC-$2.60. 63pp.

This document is section two of a three part report by the Educational Testing Service. The "center facilities and resources inventory" was sent to the directors of 630 Head Start centers. The inventories were to be completed and returned to the service so that information describing the general physical facilities and human and program resources of Head Start centers would be available in an organized and intelligible form. Inventories from 350 centers were ultimately received. The information in these inventories was reorganized so that on any one characteristic, such as "number of workers," a frequency distribution was determined which reflected the numbers of workers in the various centers. This document is composed of many such frequency distribution tables covering the general topical areas of (1) Head Start center physical facilities, (2) Head Start center human resources, and (3) the nature, orientation, and goals of Head Start programs. Presented with the tables is a brief discussion and explanation of the data.

41. ED 015 029

Bronfenbrenner, Urie. Memo--Comments on the Wolff and Stein Study. 1967.

EDRS Price: MF-$0.25 HC-$0.32. 6pp.

The validity of the Wolff and Stein conclusions (Six Months Later, Study I. ED 015 025) is challenged on the basis of one major and four minor methodological deficiencies. The study's major conclusion was that former Head Start children have greater learning readiness than their classmates have six months later but that no educational gains had been made. The major criticism is that, although economic and social advantages greatly favored non-Head Start children, Wolff and Stein considered the advantage to be "slight." The alternative to Wolff's conclusion is that children from deprived homes are able to hold their own with classmates from better advantaged families as a result of Head Start enrichment.

42. ED 014 327

Chorost, Sherwood B., and others. An Evaluation of the Effects of a Summer Head Start Program. 1967.

EDRS Price: MF-$0.50 HC-$3.44. 84pp.

This project was conducted to investigate the effect upon disadvantaged children of a Head Start program and the after effect of that program on the subjects' subsequent performance in kindergarten and first grade. Measures of apptitude and achievement were taken during the first two weeks and last two weeks of the eight week Head Start program, during the third month of the subjects' first year of formal school, at the completion of that first year, and during the first six months of their second year of school. Results of testing during the Head Start program showed a substantial gain in all performance areas between the two testing periods. No control group was used. Therefore, no experimentally based conclusion could be made as to whether the gain was due to the Head Start experience or to a simple passage of time and resulting general development. Measures of performance after the subjects entered school showed no significant gains by Head Start pupils over non-Head Start pupils. The only real distinction was in school attendance, in which Head Start pupils did better. The fact that the experimental subjects showed high gains during the Head Start program but failed to evidence such gains in the formal school situation was explained in part as due to the fact that the children were emotionally unready at the beginning of the Head Start program to be tested by relative strangers in unfamiliar surroundings. It is hypothesized, therefore, that the children scored uncharacteristically low.

43. ED 015 010

Cort, Russell H., Jr., and others. A Study of the Full-Year 1966 Head Start Programs. 1967.

EDRS Price: MF-$1.25 HC-$12.08. 300pp.

As part of the evaluation of effectiveness of full year Head Start programs, children from a nationwide sample of centers were tested with five instruments (Peabody Picture Vocabulary Test, Preschool Inventory, Vineland Social Maturity Scale, Draw-a-Person, and Behavior Inventory). Centers were selected

to be representative of programs of different lengths. Posttests were used to examine the question of whether the length of the program affects the performance of the children. There was no reliable evidence of a systematic relationship between length of participation in a program and level of performance or development. Factors affecting the interpretation of results are discussed in this report. (Descriptive statistics on the test scores, characteristics of parents, families, and staff members are presented. Intertest correlation data are reported.) (A summary of this report is also available as a separate document.)

44. ED 015 771

Foley, Walter J. Follow-Up of Operation Head Start Participants in the State of Iowa. Final Report. 1967.

EDRS Price: MF-$0.25 HC-$1.04. 24pp.

A step by step outline of the system developed to make and keep records for a two-year followup study of Iowa Head Start participants (summer 1965), supplies detailed information for the establishment of a similar system. The Iowa education information center of the University of Iowa and the Office of Economic Opportunity cooperated to develop an information retrieval system including pupil identification and continuous file maintenance. Included in this final report of the project are copies of the tape layouts relevant to the files, and retrieval formats needed to extract information about the Head Start population. A longitudinal file has been successfully maintained on 79.4 per cent of the original Head Start participants, a very good record considering the number of pupils enrolled in parochial school in Iowa.

45. ED 015 030

Gordon, Edmund W. Remarks on the Max Wolff Report. 1967.

EDRS Price: MF-$0.25 HC-$0.36. 7pp.

Strengths and weaknesses of the Wolff report (Six Months Later. Study I. ED 015 025) are noted. Weaknesses are judged to be that Wolff did not control variations in teacher effectiveness, curriculum, or student characteristics.

Strengths are (1) parent interviews, (2) assessment of Head Start-kindergarten transition, (3) recognition of three factors as interrelated (a) percentage of Head Start children in class, (b) the kindergarten teacher's knowledge of Head Start attendance and (c) teacher attitudes toward various learning styles, and (4) the position that gains can even out if primary school experience fails to develop them.

46. ED 018 249

Harvey, O. J., and others. Teachers' Beliefs, Classroom Atmosphere and Student Behavior. Final Report. 1967.

EDRS Price: MF-$0.50 HC-$3.04. 74pp.

This final report consists of three sections. Its concern is with the interaction of home and classroom environments on the achievement of lower socio-economic level children who attended or were eligible to attend the 1965 Colorado Head Start Program. Section 1 replicates and elaborates a study on the existence of concrete and abstract belief systems in teachers and on how such belief systems affect classroom atmosphere. The same elements were investigated in this study in addition to the primary objective of observing the effect of the two belief systems on student performance. The hypothesis that the greater the abstractness of the teacher's belief system, the greater would be her resourcefulness, the less her dictatorialness and punitiveness, and the better the academic performance of the pupils was demonstrated. Section 2 is a family survey used to determine family attitudes and values which were then analyzed to see if and how such attitudes related to the child's performance in Head Start and in public school. Section 3 presents the children's performance scores obtained during their attendance in public school at the primary level. The test materials were movie films of 13 brief situations relevant to some aspect of the child's behavior and on which he was asked to comment. The scores of these tests were then combined with the information from sections 1 and 2 to show the results of the interaction of the three variables of teacher, pupil, and parent on pupil performance.

47. ED 014 326

John, Vera P., and Berney, Tomi D. Analysis of Story Retelling as a Measure of the Effects of

Ethnic Content in Stories, a Study of Negro, Indian and Spanish-American Children. Final Report. 1967.

EDRS Price: MF-$0.50 HC-$3.76. 92pp.

The purpose of the study was to examine the psychological impact of stories and story books on 142 preschool children including 46 Negroes (N.Y. and Calif.), 22 Puerto Ricans (N.Y.), 10 Mexicans (Calif.), 16 Sioux (S. Dakota) and 48 Navajo (Ariz.-N. Mexico) by means of standardized retelling of stories. A further aim was to discover patterns of language performance among the five differing ethnic groups. The investigators recruited and trained twelve research assistants or librarians who were college students. Each librarian was provided with a standard kit of 10 books of three types (1) books of ethnic identification, (2) non-verbal books, and (3) classic children's books. During the last part of the program, the librarians read abbreviated versions of two selected stories to the children and had each child retell both stories. It seemed that the inclusion of ethnic books is useful in a program aimed at non-white children.

48. ED 015 781

Keely, Suzann. Kickapoo-North Canadian Project 1966-67. Final Report. 1967.

EDRS Price: MF-$0.75 HC-$5.44. 134pp.

Seventy-one children were enrolled in the Kickapoo-North Canadian project for a period of two months or longer. This report is divided into seven sections and two appendixes. Part I contains a description of the progress of each child during the project. Part II contains biographical descriptions of the staff. Part III contains a list of special activities included in the daily program. (A copy of the plan of daily activities is included in the appendix). Part IV describes the health program. Part V describes and illustrates equipment and supplies. Part VI lists visitors (other than parents and community residents) to the project. Part VII describes the training program which includes teacher aide training and the internship training program. Appendix I shows copies of all the materials provided to interns. Appendix II contains all of the interns reports, purposes of the internship training program, and biographical data on the interns.

49. ED 015 011

Krider, Mary A., and Petsche, Mary. An Evaluation of Head Start Preschool Enrichment Programs as They Affect the Intellectual Ability, the Social Adjustment, and the Achievement Level of Five-Year-Old Children Enrolled in Lincoln, Nebraska. 1967.

EDRS Price: MF-$0.50 HC-$4.20. 103pp.

Three groups of disadvantaged children were established in order to investigate the effect on achievement of providing some children with a preschool program and some children with no such program. An experimental group of Head Start Children was matched according to sex, race, general level of intelligence, and parent's occupational level with a control group of non-Head Start children. The subjects involved were approximately four to five years old and about 200 in number. A third non-matched group of 41 children consisted of 24 Head Start subjects and 17 non-Head Start subjects. The test results showed no significant differences between the matched groups on the variables of increase of intellectual ability and of level of achievement. On the variable of social adjustment, the Head Start matched group did significantly better than its matched non-Head Start counterpart on the basis of a T-Test but not on the basis of an analysis of covariance. The non-matched non-Head Start group did significantly better on increase of intellectual ability and on level of achievement than the non-matched Head Start group, but no other differences were found. All groups demonstrated highly significant gains on the variables on the basis of the within-group scores.

50. ED 019 119

Mandel, David Marc. Final Report on Head Start Evaluation and Research--1966-67 to the Institute for Educational Development. Section III, Influencing Attitudes of Parents and Teachers Through Rewarding Children. 1967.

EDRS Price: MF-$0.75 HC-$5.28. 130pp.

Sixty-nine Mexican and Negro preschool children ranging in age from five to seven years took part in a study to find out if material rewards given to Head Start children would affect the attitudes of mothers and teachers towards the children. Both mothers and teachers rated the children on the Head Start

social behavior inventory, and mothers also estimated their children's abilities to do tasks adapted from the Caldwell Preschool Inventory (PSI). The children were pretested on the PSI and the Peabody Picture Vocabulary Test, then grouped into experimental and control classes. Twice a week for the next five weeks each child in the rewarded classes was given a toy and a bag of fruit with a note from the teacher stating that these were rewards for the child's performance in school that day. Nonrewarded children took home items made in school that day such as school valentines and cut-outs. After five weeks, mothers and teachers again rated children's behavior, and mothers again estimated task ability. All children were given a posttest of tasks and a parallel form of the pretest achievement measure. Analyses of variance of the data showed that mothers' attitudes did not change as a result of rewards but that teachers' attitudes were positively affected. An appendix includes facsimiles of tests and scales used. This study was done in partial fulfillment for doctoral degree requirements.

51. ED 017 317

Ozer, Mark N., and Milgram, Norman A. The Effects of Neurological and Environmental Factors on the Language Development of Head Start Children--An Evaluation of the Head Start Program. 1967.

EDRS Price: MF-$0.50 HC-$2.48. 60pp.

This Head Start study was conducted to determine the influence of neurological factors and home environment on the language and cognitive development of the disadvantaged child. Two District of Columbia centers were used. The subjects were about 70 Negro preschool children from low income families. These children were given several batteries of tests during the eight-week summer Head Start session. Neurological tests of both verbal and motor types were administered initially to obtain an indication of the maturity or immaturity of the development of the child's nervous system. These results, indicating which children needed the most help, were later compared with the results of the school readiness evaluation tests. The SRE measures the level of linguistic and cognitive ability of the child and is especially constructed to reflect a deficit or abundance of those attributes a child will need in the formal school situation. The results of the SRE test showed a general performance gain between the two testing periods, gains

considered to be a function, in part, of the child's mental age. In order to show the relation between the child's performance and his home environment, a social worker visited each pupil's home and talked with the mother. The worker filled out a questionnaire during this visit and later gave his impression of the quality of the verbal environment in the home.

52. ED 014 328

Summary Report of a Study of the Full-Year 1966 Head Start Program. 1967.

EDRS Price: MF-$0.25 HC-$1.24. 29pp.

This summary of selected highlights is from a major report titled "A Study of the Full-Year 1966 Head Start Programs." The study was done to determine whether the performance of children on five tests and rating scales is related to the length of the 1966 full-year program which they attended. Full-year programs were classed as short term for 15 weeks, or less, medium term for 17 to 23 weeks and long term for 25 weeks or more. Nineteen testers who fulfilled special requirements were chosen to administer the tests. In all, 964 children in 72 centers were tested. Tests and scales used and briefly discussed were the Peabody Picture Vocabulary Test, the revised Preschool Inventory, the Behavior Inventory, the Vineland Social Maturity Scale, and the Draw-a-Person test. Recommendations are made regarding the use of these tests. From analysis of test scores it was determined that there was no reliable evidence of an average difference in performance related to length of program attendance. Some unresolved questions raised by the study are given. Evidence indicated a need for the spelling out of specific goals and objectives for Head Start programs. (Includes a commentary on this report by John McDavid.)

53. ED 014 333

Schaie, K. Warner. The 1965 Head Start Psychological Screening Program, Final Report on the Data Analysis. 1967.

EDRS Price: MF-$0.50 HC-$2.96. 72pp.

The screening program had two purposes. (1) It was to be used to detect children with unusually severe emotional problems and children who, because

of their suspected retardation in intellectual development, might need special education facilities. The data found were to be used to implement early detection and remedial programs. (2) It was to provide some measures of cognitive and personality changes which might be attributed to the effect of the enrichment procedures used as part of the 1965 Head Start program. The choice of tests was limited to those which could be scored objectively, were simple to administer, and were scored, tabulated, analyzed, and interpreted by some automated means, because few examiners had previous experience in administering psychological tests. Examinations were conducted in approximately 1300 Head Start classes. Seven to eight weeks later, all tests were repeated with approximately one-third of the children. The Culture Fair Intelligence test indicates an average IQ of 104.9 for the whole state of West Virginia. Head Start children at age six seemed to be at an average intellectual level which was not significantly below their middle class peers. The Color Pyramid test suggests high incidence in the Head Start group of suspected autistic thinking, depression and asocial behavior, current emotional disturbance, emotional retardation, and extreme acting-out behavior. Assessment of change produced by the 1965 Head Start program is relatively inconclusive. (Many tables are included.)

54. ED 015 017

Secord, Paul. A Social Psychological Analysis of the Transition From Home to School. Final Report. 1967.

EDRS Price: MF-$0.50 HC-$2.84. 69pp.

The traditional view that a child's intellectual achievements depend primarily upon genetic predispositions is now being superseded by the idea, supported by many recent studies, that the factors of environment and experience profoundly affect performance on mental tasks and success in the educational system. The socioeconomic level of the pupil is an important influence on a child's intellectual development because it determines, for the most part, the environment and types of experiences a pupil will have. Two types which are of particular import are (1) the quality of preschool experience and (2) the quality of early experience in the primary grades. In other words, the type of family a child is a part of (its attitudes and ambitions) and the type of school he first attends may significantly influence his later learning achievements.

Both the type of family life and type of early schooling a lower class child experiences causes him to be behind his upper class peers in intellectual development and to remain behind them. The modern trend of schools toward ability grouping, that is, separating the good students from the poor students, may also contribute to halting or discouraging the mental development of students who are behind the others. Ability grouping may adversely affect teacher attitudes toward lower-ability groups and may depress the morale of such groups.

55. ED 018 248

Temp, George, and Anderson, Scarvia B. Project Head Start--Summer 1966. Final Report. Section Three, Pupils and Programs. 1967.

EDRS Price: MF-$0.50 HC-$3.52. 86pp.

This document is section three of a three-part report by the Educational Testing Service. The data used in this section were compiled from 79 classes containing about 1,000 pupils. The classes were part of the 1966 summer Head Start program. The purpose of this document is to note general performance changes in the pupils as measured by tests administered at the beginning of the program and again at the end. The results were interpreted as showing that, although the pupils' scores were below the desired intelligence level norms of their age-group at both the beginning and end of the program, some positive improvement did occur. Because of the experimental design, it was not possible to definitely assess the extent, or even the very existence, of contributions by four possible causes of the improvement in performance. The four possible causes were (1) the Head Start program, (2) maturation, (3) outside experiences, and (4) testing effects. A second aspect of the study, classroom observation, produced an additional set of possible influences on pupil performance, namely, (1) teacher characteristics, (2) pupil characteristics, (3) pupil experiences in the classroom, and (4) school-community-parental factors.

56. ED 015 510

Wax, Murray L., and others. Indian Communities and Project Head Start. Summary and Observations in the Dakotas and Minnesota Together With an Appraisal of Possibilities for a Head Start Program Among the Potawatomi Indians of Kansas. 1967.

EDRS Price: MF-$0.50 HC-$2.68. 65pp.

The homogenous and harmonious Indian band has vanished, if it ever existed. The contemporary Indian community is as heterogenous and divided as any more ordinary community. OEO programs are sometimes misdirected because they are organized from the assumption that one Indian can speak for the total community. Two reports concerning Head Start programs among Indians were made. One report concludes that, judged by ordinary scholastic standards, the Head Start programs observed among the Indians of Minnesota and the Dakotas were highly successful, with few exceptions. In the second report, investigating the possibilities and problems of initiating a Head Start program, the author concludes that such a program would not be successful with the Potawatomi Indians of Kansas.

57. ED 018 246

Williams, Richard H., and Stewart, E. Elizabeth. Project Head Start--Summer 1966. Final Report. Section One, Some Characteristics of Children in the Head Start Program. 1967.

EDRS Price: MF-$0.50 HC-$3.84. 94pp.

This document is section one of a three-part report by the Educational Testing Service. This section describes, in extensive statistical terms, a sample of 445 Head Start children in terms of their scores on (1) the Stanford-Binet L-M, (2) the Caldwell Preschool Inventory, and (3) the Project Head Start Behavior Inventory. The sampling procedures used included both random and systematic procedures and were used to choose both the pupils and the Head Start centers from which the pupils were to come. The Head Start programs that these pupils attended lasted from five to nine weeks. The testing was begun after the fourth week. The pupils' scores were organized on the dimensions of geographical region (South, West, Midwest, and Northeast), city size (urban and nonurban), sex, race, age, and combinations thereof.

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